

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

19K764

School Name:

THE URBAN ASSEMBLY SCHOOL FOR COLLABORATIVE HEALTHCARE

Principal:

KEVIN BRADLEY

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: The Urban Assembly School for Collaborative Healthcare School Number (DBN): 19K764
Grades Served: 9, 10
School Address: 999 Jamaica Avenue, Brooklyn, NY 11208
Phone Number: 718-277-1572 Fax: 718-277-6041
School Contact Person: Kevin Bradley Email Address: Kbradley6@schools.nyc.gov
Principal: Kevin Bradley
UFT Chapter Leader: Diannan Mithu
Parents' Association President: Gina Charlot & Geneva Davis
SLT Chairperson: _____
Title I Parent Representative (or Parent Advisory Council Chairperson): _____
Student Representative(s): Omar Khan, Naomi Chakraborty, Cyerra Fernandes

District Information

District: 19 Superintendent: Fred Walsh
Superintendent's Office Address: 333 7th Avenue, Room 709B/715, Manhattan, NY 10001
Superintendent's Email Address: FWalsh@schools.nyc.gov
Phone Number: 212-356-3754 Fax: _____

Borough Field Support Center (BFSC)

BFSC: Affinity Group Field Support Office Director: Alexandra Anormaliza
Director's Office Address: 131 Livingston Street, Brooklyn, 11201
Director's Email Address: AAnorma@schools.nyc.gov
Phone Number: 718--935-5618 Fax: _____

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Kevin Bradley	*Principal or Designee	
Diannan Mithu	*UFT Chapter Leader or Designee	
Gina Charlot	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Omar Khan	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Naomi Chakraborty	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Elizabeth Khan	CBO Representative, if applicable	
Hector Chakraborty	Member/Parent	
Stephanie Reynolds-Simpson	Member/Parent	
Isidore Lynch	Member/Parent	
Hope Thompson	Member/Parent	
Jennifer Major	Member/UASCH Staff	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Daniel Holl	Member/UASCH Staff	
Irving Estella	Member/UASCH Staff	
Cyerra Fernandes	Member/Student	
	Member/	
	Member/	
	Member/	

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement activities and strategies that improve outcomes for students.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Framework for Great Schools identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools
Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

The Urban Assembly School for Collaborative Healthcare (UASCH) opened in September 2014 as the fifth school located at the Franklin K Lane campus with its first cohort of 9th grade students. UASCH will continue to add an additional grade level each year until it reaches capacity in 2017 as a 9-12 CTE high school and will graduate its first cohort in June 2018. As a Career and Technical Education (CTE) school with a focus on college and career readiness, At capacity, UASCH will offer three Healthcare career pathways: (1) Business of Healthcare, (2) Clinical Healthcare, and (3) Public Health. The Business of Healthcare and Public Health pathways are unique to our school and differentiates us from other city health careers high schools.

Our CEP Goal 1 focusing on rigorous instruction, is reinforced at UASCH by offering a 4x4 master schedule format that includes 75-minute period classes meeting 5 days a week, giving our students enough instructional hours in one semester to complete a year-long course on an accelerated schedule. As our school emphasizes literacy, math and science as the foundations to careers in healthcare, our students will complete two years of high school coursework in English, Math, Science, and Healthcare as Freshmen. Over the course of a four-year high school career, the 4x4 schedule allows for acceleration of classes to open up opportunities in the junior and senior years for extended blocks of work-based learning and early college articulated courses, and intervention for students who need additional supports. Common Core. Our staff focuses on CEP Goal 3 as collaborative teachers during our Monday and Tuesday Accountable Community time working on developing Common Core aligned curriculum and coursework that is challenging as it is supportive, with a strong emphasis on cross-curricular and project-based learning, including community action projects focused on health issues in NYC. UASCH is also developing relationships with a variety of healthcare facilities that work closely with staff to bring timely healthcare topics into the classroom and expose students to modern healthcare facilities.

UASCH has established a culture that is aligned to our CEP Goal 2 focusing on a supportive environment by knowing students well, ensuring that all students have an adult on staff that they have a positive relationship with through our Wellness/Advisory program that's foundation is based on the fact that we believe in our students and that we are to be very clear about our expectations. To build this school culture and give our students a wide variety of opportunities since opening in September, our first group of students have quickly become involved in a variety of activities on campus including PSAL, volunteering at the LYFE Center and 15 students are currently involved in the Air Force ROTC program. Students elected their first student body officers in November 2014 and the first Stand Up for Excellence (SUFÉ) student recognition lunches of the year were held during the 2014-2015 school year. Students organized fundraisers to support Breast Cancer Awareness in October and Prostate Cancer in November 2014 and participated in a Toy and Gift Drive in December 2014. Guest speakers from the health industry have met with students in their Public Health class and the school sponsored its first Health Career Symposium in November 2014. A strength of UASCH is the collaboration of the entire staff to support students, including meeting with students before school, at lunch or after school to provide tutorial and other support services. Teachers also meet weekly to participate in Accountable Community professional development, analysis of student data, and parent outreach which includes phone calls and home visits. Emphasizing the importance of organizational skills as a key component that builds student success in high school, the entire staff has incorporated the use of binders, student agendas, Cornell Notes, Academic and Content vocabulary, Socratic Seminars, Project Based Learning, and Common Core Aligned Units as they work to increase the rigor in classroom instruction and support the development of students' critical thinking skills. As our CEP Goal 4 emphasizes effective school leadership, in addition to the systems and structures in place at UASCH, the principal focuses the instructional support to teachers based on classroom walkthroughs and weekly one-on-one meetings providing feedback.

CEP Goal 5 centers our focus on strong family and community ties and has been underscored by our home visits to every student's home. This fall we have been visiting student homes to establish a partnership with parents and families as important team members in the success of their son or daughter's education. We are actively engaging our healthcare industry partners in our CTE Advisory Board with the creation of our 4-year CTE Healthcare scope & sequence standards, curriculum and content to ensure that our students are developing the skills that employers need for the healthcare jobs and careers that our students will be moving into after high school graduation and post-secondary opportunities.

The student enrollment has been one of the biggest challenges and we've worked diligently establishing connections with Borough Enrollment Offices across Brooklyn & Queens. UASCH has been actively recruiting students by attending round one recruitment events at the city level, borough level (both Brooklyn & Queens), at local middle schools, and hosting a number of open house/info sessions at our school for current 8th graders and their parents looking for a great school next year.

The key areas of focus for UASCH during the 2015-2016 school include the continued development of a positive campus culture, the development and refinement of systems and structures to analyze student data to address the academic and social-emotional needs of students, supporting teachers and staff in the development of their professional practice and developing and strengthening relationships with families and healthcare partners.

19K764 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	09,10,11,12	Total Enrollment	63	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				3
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				3
School Composition (2013-14)				
% Title I Population	60.5%	% Attendance Rate		N/A
% Free Lunch	N/A	% Reduced Lunch		N/A
% Limited English Proficient	N/A	% Students with Disabilities		N/A
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	N/A	% Black or African American		N/A
% Hispanic or Latino	N/A	% Asian or Native Hawaiian/Pacific Islander		N/A
% White	N/A	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	0.34	# of Assistant Principals (2014-15)		N/A
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)	N/A	Average Teacher Absences (2013-14)		N/A
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5A – Framework for Great Schools Element – Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Rigorous Instruction. This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

- **Strengths:**

- o UASCH offers a 4x4 master schedule format that includes 75-minute period classes meeting 5 days a week, giving our students enough instructional hours in one semester to complete a year-long course on an accelerated schedule. As our school emphasizes literacy, math and science as the foundations to careers in healthcare, our students will complete two years of high school coursework in English, Math, Science, and Healthcare as Freshmen. Over the course of a four-year high school career, the 4x4 schedule allows for acceleration of classes to open up opportunities in the junior and senior years for extended blocks of work-based learning and early college articulated courses, intervention for students who need additional supports, including slots in their schedule for intervention and repeat courses.

- o The entire staff meets weekly to participate in professional development and curriculum development opportunities including the analysis of student performance data and student work.

- o The entire staff has incorporated the use of binders, school agendas, Cornell Notes, Academic and Content vocabulary, Socratic Seminars, Project Based Learning, and Common Core Aligned Units as they work to increase to increase the rigor in classroom instruction and support the development of students’ critical thinking skills.

- **Needs:**

- o 39 students are reading below the 9th grade level as measured by the Spring 2015 administration of the Degrees of Reading Power (DRP) Reading Assessment.

- o Of the 39 students reading below grade level, 17 are reading between the 6th and 8th grade level.

- o The school and staff needs to continue to work on the development of data and instruction to analyze formative and summative data to inform classroom instruction.

- o The school and staff needs to continue to work on providing rigorous instructional experiences across all content areas and incorporating differentiation strategies to support English Language Learners, Students with Disabilities, and students reading below grade level.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

The entire staff will collaborate in the development and implementation of instructional strategies to support students in reaching the following targets by June 2016 as determined by the staff: 75% of students will pass the Regents Algebra I CC exam and 25% of students will score 70% or higher on the Regents Algebra I CC exam. 75% of students will pass the Regents Living Environment exam and 25% of students will score 80% or higher on the Regents Living Environment exam. 75% of students will pass the Regents Global History exam and 25% of students will score 70% or higher on the Regents Global History exam. 75% of students will improve by one grade between the Fall and Spring administration of the DRP and improve by one performance band on the ELA MOSL.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Teacher collaboration that focuses on student work and proficiency through grade level data meetings, content area and school-wide meetings will be used to plan and assess student activities in order to meet their needs and help students meet performance goals.</p>	<p>All Students</p>	<p>September 2015-June 2016</p>	<p>Principal, All Teachers</p>
<p>Professional Development opportunities based on staff needs and interest, with a focus on using data to inform instruction, differentiated instruction to support English Language Learners, Students with Disabilities, and students reading below grade level as measured by Degrees of Reading Power (DRP) reading assessment.</p>	<p>All Staff</p>	<p>September 2015-June 2016</p>	<p>Principal</p>
<p>Instructional support of student progress such as intervention, tutorial and Regents prep will occur in all classes, Advisory, and during after-school and/or Saturday opportunities</p>	<p>All Students</p>	<p>September 2015-June 2016</p>	<p>Principal, All Teachers</p>
<p>Students will be supported by a variety of strategies including the use of binders, student agendas, Cornell Notes, Academic and Content Vocabulary, text annotation and close reading, Socratic Seminars, Project Based Learning and Common Core aligned units.</p>	<p>All Students</p>	<p>September 2015-June 2016</p>	<p>Principal, All Teachers</p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Staff will participate in staff development opportunities during the summer, and weekly Monday and Tuesday Accountable Community meetings, Staff will also use this time for the planning for implementation of strategies in instruction. Fair Student funding and Title I funding will be used to providing tutorial for students, and supplemental instructional resources such as released Regent exams and technology.											
Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
<ul style="list-style-type: none"> • Teachers will select a mid-point benchmark (i.e. released Regents exam, teacher created assessment, Project Based Learning (PBL) assessment, NYCDOE benchmark assessment.) • Selected benchmark will be administered and graded by the end of February 2016. • Assessment results will be analyzed by entire staff to inform instructional decisions as part of the Cycle of Continuous Improvement and to determine if students are on track to meet the school's 2016 target for each content area.
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5B – Framework for Great Schools Element – Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

- **Strengths:**

- o All students are assigned to an Advisory teacher who meets with them twice a week.
- o Common lessons are used in all Advisory sections that focus on a variety of topics including Goal Setting, Organizational Skills, Problem Solving, Growth Mindset, Team Building and The 7 Habits for Highly Effective Teens.
- o Events such as Town Hall and Stand Up for Excellence (SUFE) recognize the positive work and actions of UASCH students.
- o UASCH has a Dean of Student Culture and is working with Community of Unity and The Urban Assembly Director of Socio-Emotional Learning to develop support systems and structures that focus on building a positive campus culture.

- **Needs:**

- o As a second year school, the school and staff needs to continue to work on establishing systems and routines to analyze trends in student attendance, tardies, red pass, detention and suspension data.
- o The school and staff needs to continue to work on identifying and addressing the behaviors that most commonly lead to red passes, detention, and suspensions.
- o The school and staff needs to continue to on developing and incorporating proactive structures that will support students in making positive choices such as CHAMPS, Conflict Resolution, Youth Court, and Breaking Down the Walls, Restorative Justice, Restorative Circles, and deescalation training for students that will reduce the number of student discipline issues.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

The number of detentions and suspensions during the Spring 2016 semester will be reduced by 50% in comparison to the Fall 2015 Semester.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Students receiving red passes, detention, or suspension will meet with teacher/dean/social worker/principal to counsel student and determine support plan to prevent repeat offenses.</p>	<p>Students receiving red passes, detention, suspension</p>	<p>September 2015-June 2016</p>	<p>All Staff</p>
<p>All staff members will incorporate and enforce CHAMPS strategies to clearly communicate rules and expectations to students.</p>	<p>All students</p>	<p>September 2015-June 2016</p>	<p>All Staff</p>
<p>Students will participate in structures such as Conflict Resolution, Restorative Justice, Restorative Circles, Youth Court, and Breaking Down the Walls.</p>	<p>All students</p>	<p>September 2015-June 2016</p>	<p>All Staff</p>
<p>In addition to Town Hall and Stand Up for Excellence (SUFÉ), the staff will work with student body officers and Advisory representatives to plan extracurricular activities for students.</p>	<p>All students</p>	<p>September 2015-June 2016</p>	<p>All Staff</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>										
<p>Staff will participate in staff development during the summer and Monday and Tuesday Accountable Community meetings with a focus on the analysis of student behavior data, planning for implementation of strategies, and providing behavior support structures for students. Fair student funding and Title I funding will be used to support professional development and the purchase of supplemental materials.</p>										
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

- The staff will compile records and documentation including Attendance, Tardies, Red Pass, Detention, and Suspension data for the Fall 2015 semester.
- In January 2016, the staff will review the documentation and identify the trends and behaviors that most commonly lead to Red Pass, Detention, and Suspension.
- The staff will determine the best strategies to support students who have received multiple red passes, detention, and suspensions to develop a plan to support students in making positive choices.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5C – Framework for Great Schools Element – Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

• Strengths:

o The entire staff meets weekly to participate in professional development and curriculum development opportunities including the analysis of student performance data and student work.

o All new teachers are working with mentors in their content area.

o The entire staff have participated in staff development and have incorporated the use of binders, school agendas, Cornell Notes, Academic and Content vocabulary, Socratic Seminars, Project Based Learning, and Common Core Aligned Units as they work to increase to increase the rigor in classroom instruction and support the development of students’ critical thinking skills.

• Needs:

o According to the feedback from Quality Review, the school needs to continue to work on establishing systems and routines to support teachers in the analysis of formative and summative data to inform classroom instruction.

o According to the feedback from the Quality Review, teachers need to continue to participate in staff development opportunities in providing rigorous instructional experiences across all content areas and incorporating differentiation strategies to support English Language Learners, Students with Disabilities, and students reading below grade level.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, teachers will demonstrate improvement in student engagement and an increase in checking for understanding as measured by the Danielson Framework and student achievement on the Regents and will be supported by timely and meaningful feedback and professional development opportunities including collaboration in teacher teams and Project Based Learning.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Teacher collaboration that focuses on student work and proficiency through grade level data meetings, content area and school-wide meetings will be used to plan and assess student activities in order to meet their needs and help students meet performance goals.</p>	<p>All Staff</p>	<p>September 2015-June 2016</p>	<p>Principal, All Staff</p>
<p>Professional Development opportunities based on staff needs and interest, with a focus on using data to inform instruction, differentiated instruction to support English Language Learners, Students with Disabilities, and students reading below grade level as measured by Degrees of Reading Power (DRP) reading assessment.</p>	<p>All Staff</p>	<p>September 2015-June 2016</p>	<p>Principal, All Staff</p>
<p>Teachers will be provided opportunities in building leadership capacity through professional development and collaboration.</p>	<p>All Staff</p>	<p>September 2015-June 2016</p>	<p>Principal, All Staff</p>
<p>Teachers will be provided opportunities to participate in classroom intervisitations.</p>	<p>All Staff</p>	<p>September 2015-June 2016</p>	<p>Principal, All Staff</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>										
<p>Staff will participate in staff development and leadership opportunities during the summer and during Monday and Tuesday Accountable Community meetings in addition to time for collaborating and planning implementation of instructional strategies. Fair Student funding and Title I funding will be used to support professional development opportunities and the purchase of supplemental materials.</p>										
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
<p>X</p>	<p>Tax Levy</p>	<p>X</p>	<p>Title I SWP</p>		<p>Title I TA</p>		<p>Title II, Part A</p>		<p>Title III, Part A</p>	<p>Title III, Immigrant</p>
	<p>C4E</p>		<p>21st Century Grant</p>		<p>SIG/SIF</p>		<p>PTA Funded</p>		<p>In Kind</p>	<p>Other</p>

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

- The staff will compile records and documentation including agenda and minutes from Accountable Communities meetings and other professional development opportunities.
- During one on one meetings with the principal, teachers will identify goals for their professional growth and a timeline for meeting their goals.
- Teachers will reflect on their progress toward their professional goals throughout the school year and examine 1st semester grades and January Regents results.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5D – Framework for Great Schools Element – Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

- **Strengths:**

- o The principal meets with the entire staff weekly to present professional development and curriculum development opportunities including the analysis of student performance data and student work.

- o The principal meets one on one with each staff member each week to support their instructional practice.

- o The principal conducts formal and informal classroom walkthroughs and provides feedback in accordance with the Danielson Framework.

- o The principal have The entire staff have participated in staff development and have incorporated the use of binders, school agendas, Cornell Notes, Academic and Content vocabulary, Socratic Seminars, Project Based Learning, and Common Core Aligned Units as they work to increase to increase the rigor in classroom instruction and support the development of students’ critical thinking skills.

- **Needs:**

- o According to feedback from the Quality Review, the principal needs to continue to work on establishing systems and routines to support teachers in the analysis of formative and summative data to inform classroom instruction.

- o The principal needs to increase the frequency of informal and formal walkthroughs to support teachers in their instructional practice.

- o The principal needs to continue to design staff development opportunities for teachers in providing rigorous instructional experiences across all content areas and incorporating differentiation strategies to support English Language Learners, Students with Disabilities, and students reading below grade level.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

The principal will increase the frequency of informal and formal classroom walkthroughs to every room to at least once every other week and providing feedback to teachers via weekly one-on-one meetings in addition to increased staff development opportunities to support teachers in their instructional practice.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>The principal will meet weekly with staff during Accountable Community time and provide professional development opportunities for all staff.</p>	<p>All Staff</p>	<p>September 2015-June 2016</p>	<p>Principal</p>
<p>The principal will increase the frequency of informal and formal walkthroughs and providing feedback to teachers.</p>	<p>All Staff</p>	<p>September 2015-June 2016</p>	<p>Principal</p>
<p>The principal will provide opportunities for teachers to build leadership capacity and to collaborate as an entire staff.</p>	<p>All Staff</p>	<p>September 2015-June 2016</p>	<p>Principal</p>
<p>The principal will reflect on implementation and identify additional supports needed by teachers.</p>	<p>All Staff</p>	<p>September 2015-June 2016</p>	<p>Principal</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>										
<p>The principal will need time to visit classrooms and to meet with the staff as an entire group and individually. The principal will need time to design and present professional development opportunities as well as time to reflect on implementation and identify additional supports needed by teachers.</p>										
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant
	C4E		21 st Century Grant	SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
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- The principal will compile records and documentation including agenda and minutes from Accountable Communities meetings, walkthroughs and other professional development opportunities.
- During one on one meetings with the principal, the principal will provide feedback to support teachers and their goals for their professional growth
- The principal will ask for feedback and reflection from the staff throughout the year to determine their areas of need and support from the principal

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5E – Framework for Great Schools Element – Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

• Strengths:

- o By the end of the Fall Semester, over 50% of families will have participated in a Home Visit.
- o 50% of UASCH students had at least one parent or guardian attend the Fall Student Led-Conferences.
- o Teachers and other staff make phone calls home on a regular basis to keep parents/guardians updated with their students’ progress.
- o In addition to regularly scheduled report cards, progress reports are mailed home every six weeks to inform parents/guardians updated with their students’ progress.

• Needs:

- o According to the feedback from the Quality Review, the school and staff needs to continue to work on establishing systems and routines to create a welcoming environment for families such as providing parent training on graduation requirements, preparing for college, and using Skedula to check student grades and attendance.
- o The school and staff needs to continue to work on using multiple ways to communicate with families through School Messenger, the UASCH website, and other social media such as Facebook, Twitter, and Instagram.
- o The school needs to conduct a Needs Assessment to get feedback about the best ways to encourage and increase participation from more families.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 80% of parents/guardians will participate in at least one school event during the school year including: Parent Teacher Association (PTA) Meetings, School Leadership Team (SLT) meetings, Home Visits, Student Led Conferences, and/or other academic and social activities.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>80% of parents/guardians will attend either the Fall or Spring Student Led Conferences where students present their portfolio of work and their progress.</p>	<p>80% of Families</p>	<p>September 2015-June 2016</p>	<p>All Staff</p>
<p>80% of parents/guardians will participate in a Home Visit.</p>	<p>80% of Families</p>	<p>September 2015-June 2016</p>	<p>All Staff</p>
<p>80% of parents/guardians will participate in at least one parent training session on topics including graduation requirements, preparing for college, and using Skedula to check student grades and attendance.</p>	<p>80% of Families</p>	<p>September 2015-June 2016</p>	<p>Partnership Coordinator, Principal</p>
<p>School materials and meetings will be translated and made accessible to all families in their primary language.</p>	<p>Families of English Language Learners</p>	<p>September 2015-June 2016</p>	<p>Partnership Coordinator, Principal</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>										
<p>Staff will need time during the summer and outside of the school day for scheduling and conducting Home Visits, preparing for and conducting parent meetings and training, time to prepare students to present during Student Led Conferences, collecting data on parent participation and survey feedback, and time to train staff in the use of School Messenger and social media. Fair Student funding and Title I funding will be used to support home visits.</p>										
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

- The staff will compile records and documentation such as sign in sheets, calendars, and meeting handouts during the Fall Semester.
- In January 2015, the staff will review the documentation and determine which families have participated in a school event.
- The staff will determine the best strategies to reach out to families during the Spring Semester who have not participated in a school event.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Students not reading on grade level, students not passing the course, English Language Learners, Students with Disabilities	Academic Literacy strategies, Binders, Cornell Notes, Student Agendas, Content and Academic Vocabulary, Socratic Seminar, text annotation, graphic organizers, close reading	Small group, one-to-one, tutoring	Before school, during lunch, after school
Mathematics	Students not reading on grade level, students not passing the course, English Language Learners, Students with Disabilities	Academic Literacy strategies, Binders, Cornell Notes, Student Agendas, Content and Academic Vocabulary, Socratic Seminar, text annotation, graphic organizers, close reading	Small group, one-to-one, tutoring	Before school, during lunch, after school
Science	Students not reading on grade level, students not passing the course, English Language Learners, Students with Disabilities	Academic Literacy strategies, Binders, Cornell Notes, Student Agendas, Content and Academic Vocabulary, Socratic Seminar, text annotation, graphic organizers, close reading	Small group, one-to-one, tutoring	Before school, during lunch, after school
Social Studies	Students not reading on grade level, students not passing the course, English Language Learners, Students with Disabilities	Academic Literacy strategies, Binders, Cornell Notes, Student Agendas, Content and Academic Vocabulary, Socratic	Small group, one-to-one, tutoring	Before school, during lunch, after school

		Seminar, text annotation, graphic organizers, close reading		
At-risk services (e.g. <i>provided by the Guidance Counselor, School Psychologist, Social Worker, etc.</i>)	Students with chronic attendance/tardies, multiple red passes, multiple detentions or suspensions.	Meeting with dean, social worker, home visits, phone calls to parents/guardians, conflict resolution, Student Study Team	Small group, one-to-one,	Before school, during lunch, after school

Section 7: Title I Program Information

Directions:

- All Schools must indicate their Title I status in Part 1.
- All elements of the *All Title I Schools* section must be completed in Part 2.
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3.
- All Schoolwide Program (SWP) Schools must also complete the *SWP Schools Only* section in Part 4.
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4].
- For additional information, visit the [Title I Intranet webpage](#).

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.		
X	Schoolwide Program (SWP)	Targeted Assistance (TA) Schools

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
The principal actively recruited the current staff throughout the spring and summer of 2014 through interviews and recruitment events and only selected staff that were highly qualified in the content they assigned to teach in. Currently, all staff members meet the criteria of being highly qualified.

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
The entire staff meets weekly to participate in professional development and curriculum development opportunities including the analysis of student performance data and student work. In addition, the staff has incorporated the use of binders, school agendas, Cornell Notes, Academic and Content vocabulary, Socratic Seminars, Project Based Learning, and Common Core Aligned Units as they work to increase to increase the rigor in classroom instruction and support the development of students' critical thinking skills.

Part 3: TA Schools Only

3a. Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

3b. TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

4b. Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

Teachers and teacher teams meet with the principal review and determine the use and selection of appropriate multiple measures used to evaluate student progress. Teachers participate in weekly Accountable Community meetings and are supported in the analysis of student performance results to improve instruction through collaboration and staff development.

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	\$89,198	X	5A, 5B, 5C, 5D, 5E
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	1,121,615	X	5A, 5B, 5C, 5D, 5E

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and

advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4c of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I Priority and Focus School Improvement Funding:** Support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent Involvement Policy and aligned with student achievement goals in the school comprehensive educational plan.

- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school's Title I Parent Advisory Council (PAC) is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

The Urban Assembly School for Collaborative Healthcare
The Heartbeat of the Community

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **The Urban Assembly School for Collaborative Healthcare**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **The Urban Assembly School for Collaborative Healthcare** will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;

- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, the school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

The school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;

- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

The Urban Assembly School for Collaborative Healthcare
The Heartbeat of the Community

School-Parent-Student Compact (SPC)

The Urban Assembly School for Collaborative Healthcare, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;

- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child’s education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child’s teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child’s class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child’s progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child’s school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child’s education;
- communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn;

- embody UASCH's core values of Collaboration , Accountability , Compassion , Respect , Follow-Through, and Pride of Purpose.

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based Language Allocation Policy (LAP) that describes high quality programs for English language learners (ELL). This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. When preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District 19	Borough Brooklyn	School Number 764
School Name UA School for Collaborative Healthcare		

B. Language Allocation Policy Team Composition

NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ENL teacher, and one parent.

Principal Kevin Bradley	Assistant Principal type here
Coach Duane Wardley	Coach type here
ENL (English as a New Language)/Bilingual Teacher Irving Estella	School Counselor Raquel August
Teacher/Subject Area Camille Ferrier/ELA	Parent Beatriz Vivas
Teacher/Subject Area type here	Parent Coordinator Kara Hamilton
Related-Service Provider type here	Borough Field Support Center Staff Member Olga DeFilippis
Superintendent Fred Walsh	Other (Name and Title) type here

C. Teacher Qualifications

Provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of certified ENL teachers currently teaching in the ENL program	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	158	Total number of ELLs	21	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
	6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>

This school offers (check all that apply):

Transitional bilingual education program (TBE)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program (DL)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Freestanding ENL	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	21	Newcomers (ELLs receiving service 0-3 years)	19	ELL Students with Disabilities	1
SIFE	3	Developing ELLs (ELLs receiving service 4-6 years)	0	Long-Term (ELLs receiving service 7 or more years)	2

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD.

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	0	0	0	0	0	0	0	0	0	0
DL	0	0	0	0	0	0	0	0	0	0
ENL	19	3		0	0	0	2	0	1	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs*)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										5	8			0
Chinese														0
Russian														0
Bengali										2	2			0
Urdu														0
Arabic										2	1			0
Haitian											1			0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of your school.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)										2	5			0
Emerging (Low Intermediate)										1	2			0
Transitioning (High Intermediate)														0
Expanding (Advanced)										3	1			0
Commanding (Proficient)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total														0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

After reviewing and analyzing the assessment data, answer the following:

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
Our school uses the Degrees of Reading Power (DRP), as a close-reading assessment for early literacy skills assessment. This assessment provides literacy grade level equivalencies and is administered three times during the school year to measure student progress. According to the data received from this assessment, our ELL students are underperforming in the areas of literacy. On average, they are reading on grade levels that are 3-4 years below their current grade level. To address this issue, all teachers are focusing on applying literacy strategies across all content areas with a focus on vocabulary development and text annotation.
 - What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
Based on test data, the school has 50% of their ELLs identified as beginners. As a result, the school is implementing several literacy initiatives. This includes literacy across content areas - reinforcing writing and vocabulary skills, text annotation, and supports that are specific to beginners (self-contained ESL).
 - How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
The staff analyzes the NYSESLAT using the AMAO to identify areas students need additional support. Because of the need to focus on reading and writing with an emphasis on vocabulary development and text annotation, the school has taken on these literacy initiatives and has programmed each ESL student in the 9th grade for 1500 minutes - these supports are consistent and spread evenly through four 75-minute block and are intended to boost progress for the students in these two areas.
 - For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?
 - This is not applicable. Our ELL students take all tests in English.
- b. The results of all periodic assessments are used to modify the curriculum and instructional program of the students. These results also determine the types and frequency of the academic interventions offered to students. The data drawn from these assessments

- help provide the staff with detailed information about our students' strengths and weaknesses in English Language Development. These test test also serve as a resources to help all teachers when working with ELLs in small groups. These assessments help the staff plan and create different lessons with appropriate amounts of differentiation and scaffolding.
- c. According to the analysis of the periodic assessment, our ELL students are underperforming in the areas of literacy. On average, they are reading on grade levels that are 3-4 years below their current grade level. To address this issue, all teachers are focusing on applying literacy strategies across all content areas with a focus on vocabulary development and text annotation.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5).
[Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]
N/A
 6. How do you make sure that a student's new language development is considered in instructional decisions?
Student performance on assessments including NYSESLAT, DRP and periodic assessments informs instruction decisions with all teachers providing differentiated instruction. Activities such as the 'do now' and 'exit ticket' in certain subjects can be in both languages; high-inference scientific language that has Romance language roots are reinforced in science courses and language exposure through explicit vocabulary instruction is strengthened via these means
 7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the target language?
 - b. What is the level of language proficiency in the target language for EPs?
 - c. How are EPs performing on State and other assessments?
 N/A
 8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
As the school does not have historical data, we are monitoring student progress through the analysis of student performance on the DRP and periodic assessments in addition to academic progress and teacher created assessments via Skedula for ESL students specifically. Leadership discusses the progress of ELLs and specific strategies for teaching ELLs during weekly one-on-one teacher meetings

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.
In order to determine whether a new student may possibly be an ELL, the staff administers the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Before and after the process parents are informed of the purpose for the student screening. Translators are provided the NYC Department of Education when necessary. Once potential ELLs are identified, the LAB-R is administered (if necessary), within 10 days. The LAB-R results then determined whether students are entitled to one of the three ELL programs. If necessary, the Spanish LAB is administered to Spanish speaking students who do not pass the LAB-R This test is administered in order to determine language dominance. Irving Estella, the ESL teacher, conducts the initial screening, administration of HLIS, NYSITELL when applicable, and initial assessment.
2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).
The SIFE questionnaire and student work are used to identify potential SIFE students during their first 30 days of enrollment at UASCH.
3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).
The ESL and Special Education teacher works with the counselor and parent coordinator in identifying new enrolled students with IEPs. Currently, the school only has one ELL student with an IEP.
4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.
After all sections of the NYSITELL are administered to the students, the test is immediately scanned and parent notification letters are sent home with the student. The ESL teacher, counselor and parent coordinator also follows up with the student and parent to ensure they have received the entitlement letter.
5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

-Each August before the official start of the school year, UASCH holds a Parent Orientation facilitated by the staff. During this orientation, there is an in-depth overview of the ELL identification, entitlement and placement process with a Q and A session that follows the orientation. The administrative and pedagogical staff indicate the choices based on the DOE documents showing the different choices and the appeal process.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

-Each August before the official start of the school year, UASCH holds a Parent Orientation facilitated by the staff. During this orientation, there is an in-depth overview of the ELL identification, entitlement and placement process with a Q and A session that follows the orientation. The administrative and pedagogical staff indicate the choices based on the DOE documents showing the different choices.

-During the first week of school or as new students enrolled throughout the year, students will be identified for ELL using the HLIS. Parents will be called by the school for a One-on-One meeting or phone conversation concerning the ELL entitlement and placement process for their child.

-The PA/PTA will offer an ELL Parent Orientation Workshop during the PTA September meeting to address the ELL parents as a group.

-The staff will provide parents with notifications, information and maintain a dialogue with parents to ensure that they are well-informed about their student's education from the start to the end of the school year. Parents will be notified by the school when a TBE/DL program becomes available.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

The Parent Survey and Program Selection Form is attached to the notification of entitlement to ELL services to provide to the parent specific information on the how the ELL program information is delivered. These documents are given to the parents during Summer Orientation, sent home with the student, or mailed home and are returned to the main office upon completion by the parent. Parents are free to ask questions during Summer Orientation or schedule a meeting with the staff to clarify any questions or concerns they may have. All documents are collected and kept on file in the main office. The school will call or visit the home of any parent who does not return the forms in a timely manner to ensure the form is completed and returned.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

The Parent Survey and Program Selection Form is attached to the notification of entitlement to ELL services to provide to the parent specific information on the how the ELL program information is delivered. These documents are given to the parents during Summer Orientation, sent home with the student, or mailed home and are returned to the main office upon completion by the parent. Parents are free to ask questions during Summer Orientation or schedule a meeting with the staff to clarify any questions or concerns they may have. All documents are collected and kept on file in the main office. The school will call or visit the home of any parent who does not return the forms in a timely manner to ensure the form is completed and returned.

9. Describe how your school ensures that placement parent notification letters are distributed.

The Parent Survey and Program Selection Form is attached to the notification of entitlement to ELL services to provide to the parent specific information on the how the ELL program information is delivered. These documents are given to the parents during Summer Orientation, sent home with the student, or mailed home and are returned to the main office upon completion by the parent. Parents are free to ask questions during Summer Orientation or schedule a meeting with the staff to clarify any questions or concerns they may have. All documents are collected and kept on file in the main office. The school will call or visit the home of any parent who does not return the forms in a timely manner to ensure the form is completed and returned.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

All ELL documentation is kept in the main office with the student's permanent records.

11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

The testing coordinators orders the exams based on the information from the RLER report in ATS and they are stored and kept locked in a secure place. The testing coordinator and ESL teachers determines a schedule and a secure testing location to administer the four sections of the exam according to the schedule that the state indicated in the test administration guide. We are a first year school; as a result, this is the first year that the NYSESLAT will be administered

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.

Entitlement letters will be sent to parents by mail, and follow up conversations with Kara Hamilton, parent coordinator, will be arranged to discuss the three program choices so that parents can make informed decisions regarding their student's education. All placement records and entitlement records will be filed and maintained in addition to updating the ELPC screen in ATS within 20 days. Parent Outreach will include ongoing contact with parents (with an interpreter available to speak in their native language) to ensure that parents are satisfied with their program selection. All translated materials and resources will be sent home with students and through the mail. UASCH will use the Advisory teacher to provide ongoing communication regarding the student's academic and

social progress in an effort to promote parental involvement and build trusting relationships with their student's Advisor to further ensure that UASCH is a welcoming school that acknowledges our parents as valuable members of our community.

13. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? Provide numbers. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

We are a second year school; as a result, we do not have historical data that show trends in the students being admitted to UA School for Collaborative Healthcare.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
 - a. Freestanding ENL program.
All students are in content classes, and the ESL teacher pushes-in to each of their content classes. In addition, the students receive self-contained ESL.
 - b. TBE program. *If applicable.*
N/A
 - c. DL program. *If applicable.*
N/A
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
Each of our ESL students receives 540 minutes of ESL instruction per week. The ESL teacher pushes into the ELA classes to provide support with reading, writing, and listening. The ESL teacher also follows the students to their other content classes and provides support to the content area teacher who are also using SDAIE and SIOP strategies to support the beginning students. Both content and ESL teachers work on curriculum planning and scaffolding.
3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.
Instruction in the content areas is delivered in English using SDAIE (Specially Designed Academic Instruction in English) and SIOP (Sheltered Instruction Observation Protocol) strategies such as Content and Language Objectives, scaffolding of lessons, front loading of academic and content vocabulary, summary and sentence frames, and graphic organizers. Content teachers work with ESL teacher to ensure students are both developing their academic language while meeting the demand of the Common Core Learning Standards. The content and ESL teacher also use ESL glossaries from NYSED for content areas, bilingual dictionaries and assignments are offered in native language in both content and ESL classes.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
ESL teacher is working on argumentative essays for ELA class (citing evidence/claims); students write in Spanish and work with the teacher around ELA scaffolds.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
Content area and ESL teacher develop lessons that incorporate the four modalities. The school is on a 4 by 4 schedule with 75 minute class periods. This provides opportunities for ELLs to practice their oral language skills. All teachers use Content and Language objectives to assess not only the students' understanding of the content, but of their language acquisition skills. All teachers use daily checks for understanding in addition to more formal formative and summative assessment. All staff analyze DRP data and participate in schoolwide grading of student MOSL essays in ELA.
6. How do you differentiate instruction for each of the following ELL subgroups?
 - a. SIFE
 - b. Newcomer

- c. Developing
 - d. Long Term
 - e. Former ELLs up to two years after exiting ELL status
- a. With our SIFE students, the ESL teacher works with our ELA teacher to support the student in the area of writing. He also receives daily in-class support and tutoring in his ELA and Math classes and in addition to participating in after-school tutorial.
- b. With the 5 students who have been in US schools less than three years, the ESL teacher pushes into the ELA classes to provide support with reading, writing, and listening. The ESL teacher also follows the students to their other content classes and provide support to the content area teacher who are also using SDAIE and SIOP strategies to support the beginning students. Both content and ESL teachers work on curriculum planning and scaffolding.
- c. Currently the school does not have any students identified as ELLs receiving service 4 to 6 years.
- d. Currently the school has two students identified as long term ELLs.
- e. Currently the school does not have any students identified as former ELLs.
7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section.
- The ESL teacher works closely with the academic counselor to ensure that the student is appropriately placed and if needed, the changes in the student's course schedule are made.
8. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
- Currently the school had 1 student identified as ELL-SWDs. The staff would work with the Special Education teacher and ESL teacher to identify and implement supports as described in the student's IEP. Translation services would also be provided to the student's family during the annual review of the IEP and routine monitoring of student progress.
9. How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?
- Currently the school has 1 student identified as ELL-SWDs and the Special Education and ESL teacher work together in their instructional planning to support the student in achieve their IEP goals.

Chart

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note “other approved services” does not apply to New York City at this time.

Chart

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

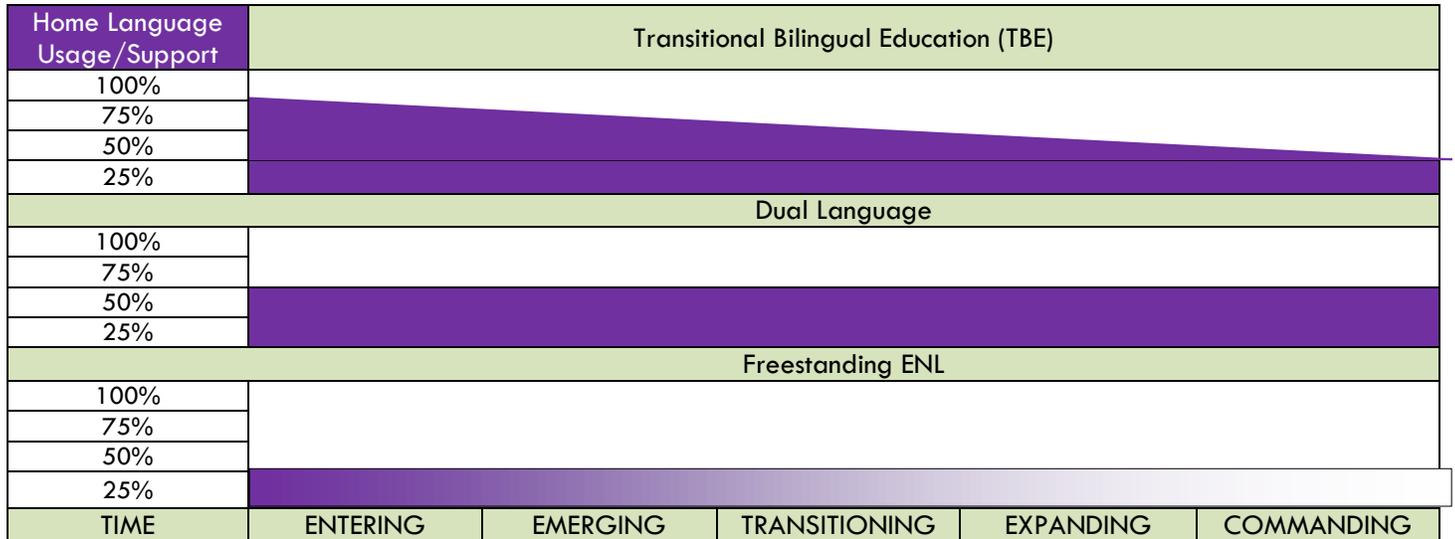


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. ELLs are provided targeted intervention in ELA and Math during the day and after-school including after-school enrichment and tutorials. ELLs are also provided with the opportunity to attend academic intervention and tutoring programs during the day for all content areas. The school is currently in its first year of operation and will continue to work on adding additional supports and targeted interventions based on student need.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
All teachers know who their ESL students are and review the progress of their students during weekly Accountable Community and weekly One-on-One meetings. Based on student progress/data from Skedula in addition to data from DRP and periodic assessments, teachers have determined that the failure rates are higher with ELL students. The teachers have identified that they need to differentiate based on language needs are integrating SDAIE and SIOP strategies.
12. What new programs or improvements will be considered for the upcoming school year?
The school is currently in its second year of operation and will continue to work on adding additional supports and supplemental interventions as additional grade levels are added based on student need and parent feedback.
13. What programs/services for ELLs will be discontinued and why?
None
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
ELLs are given equal access to all school programs including after-school enrichment and tutorials. ELLs are also provided with the opportunity to attend academic intervention and tutoring programs during the day. The school is currently in its first year of operation and will continue to work on adding additional supports and supplemental services as additional grade levels are added.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
Teachers are using a variety of instructional materials to support ELLs including ESL glossaries from NYSED for content areas, bilingual dictionaries, teacher created materials, SmartBoards in all content areas, iPads, and translation software
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
In the ESL classroom the goal is to assist students to develop proficiency in academic classes taught in English. The native language is used when possible to support the learning of English and of academic content in English, but overall academic instruction is delivered in English
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
The curriculum used by the ESL teacher is not age or grade specific and is designed to address the needs of the students. The services and support students receive is based on their proficiency levels as evidenced on the NYSELAT. The materials are differentiated by level not by grade and are teacher created.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
All students including ELLs participate in a Summer Bridge program. This program is designed to introduce students to the culture, protocols and policies of the school. It also provides students with the opportunity to meet and interact with their teachers in a low pressure environment. They are encouraged to build relationships with their Advisory teacher and meet other students prior to the beginning of the school year. New ELLs who enroll throughout the school year are assigned to an Advisory who supports that student and helps them connect to the supports and culture of the school.
19. What language electives are offered to ELLs?
The school is currently in its second year of operation and does not currently provide language electives to ELLs. The school plans to offer Spanish to ELLs beginning next year.
20. For schools with dual language programs:
 - a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
 - b. In which language(s) is each core content area taught?
 - c. How is each language separated for instruction?
 - d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
 1. All staff have attended or will attend city-wide professional development on ELL initiatives, mandates, and instructional strategies. Teacher have also participated in on site professional development during Accountable Community meetings on Mondays with a focus on SDAIE and SIOP strategies.
 2. All staff have participated and will participate in professional development on explicit vocabulary instruction, text annotation, and AVID strategies such as Cornell Notes and Costa's Levels of Questions.
 3. During the month of December and January, all staff participated ELL training every Monday between 2:40 and 4 pm, and every Tuesday between 3:20 and 3:55 pm. with a focus on academic and socio-emotional strategies and supports for ELLs
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
 1. All staff have attended or will attend city-wide professional development on ELL initiatives, mandates, and instructional strategies. Teacher have also participated in on site professional development during Accountable Community meetings on Mondays with a focus on SDAIE and SIOP strategies.
 2. All staff have participated and will participate in professional development on explicit vocabulary instruction, text annotation, and AVID strategies such as Cornell Notes and Costa's Levels of Questions.
 3. During the month of December and January, all staff participated ELL training every Monday between 2:40 and 4 pm, and every Tuesday between 3:20 and 3:55 pm. with a focus on academic and socio-emotional strategies and supports for ELLs
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
 1. All staff have attended or will attend city-wide professional development on ELL initiatives, mandates, and instructional strategies. Teacher have also participated in on site professional development during Accountable Community meetings on Mondays with a focus on SDAIE and SIOP strategies.
 2. All staff have participated and will participate in professional development on explicit vocabulary instruction, text annotation, and AVID strategies such as Cornell Notes and Costa's Levels of Questions.
 3. During the month of December and January, all staff participated ELL training every Monday between 2:40 and 4 pm, and every Tuesday between 3:20 and 3:55 pm. with a focus on academic and socio-emotional strategies and supports for ELLs
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.
 1. All staff have attended or will attend city-wide professional development on ELL initiatives, mandates, and instructional strategies. Teacher have also participated in on site professional development during Accountable Community meetings on Mondays with a focus on SDAIE and SIOP strategies.
 2. All staff have participated and will participate in professional development on explicit vocabulary instruction, text annotation, and AVID strategies such as Cornell Notes and Costa's Levels of Questions.
 3. During the month of December and January, all staff participated ELL training every Monday between 2:40 and 4 pm, and every Tuesday between 3:20 and 3:55 pm. with a focus on academic and socio-emotional strategies and supports for ELLs

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

Parents of ELLs can monitor their student's progress through Skedula and teachers make weekly contact home. The DOE provides translation services for parents of ELLs. The staff also makes arrangements to meet with parents at their home or at the school based on a time that works for the parent. Parents of ELLs are also to be involved with the school's PA/PTA and SLT.

Our Parent Association along with our Parent Coordinator are currently working to identify a Community Based Organization to help provide workshops and other services for our parents. The Parent Coordinator sends home a survey that asks parents to specify the workshops and programs in which they maybe interested in participating. The DOE provides translation services so that all surveys can be translated in the native language of the parents.

Our staff conducts home visits to all students including ELLs during Ocotber and Novemebr, and our Parent Association is working on organizing outreach activities and workshops to get more parents involved based on feedback from parent surveys.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

Parents of ELLs can monitor their student's progress through Skedula and teachers make weekly contact home. The DOE provides translation services for parents of ELLs. The staff also makes arrangements to meet with parents at their home or at the school based on a time that works for the parent. Parents of ELLs are also to be involved with the school's PA/PTA and SLT.

Our Parent Association along with our Parent Coordinator are currently working to identify a Community Based Organization to help provide workshops and other services for our parents. The Parent Coordinator sends home a survey that asks parents to specify the workshops and programs in which they maybe interested in participating. The DOE provides translation services so that all surveys can be translated in the native language of the parents.

Our staff conducts home visits to all students including ELLs during Ocotber and Novemebr, and our Parent Association is working on organizing outreach activities and workshops to get more parents involved based on feedback from parent surveys.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

Parents of ELLs can monitor their student's progress through Skedula and teachers make weekly contact home. The DOE provides translation services for parents of ELLs. The staff also makes arrangements to meet with parents at their home or at the school based on a time that works for the parent. Parents of ELLs are also to be involved with the school's PA/PTA and SLT.

Our Parent Association along with our Parent Coordinator are currently working to identify a Community Based Organization to help provide workshops and other services for our parents. The Parent Coordinator sends home a survey that asks parents to specify the workshops and programs in which they maybe interested in participating. The DOE provides translation services so that all surveys can be translated in the native language of the parents.

Our staff conducts home visits to all students including ELLs during Ocotber and Novemebr, and our Parent Association is working on organizing outreach activities and workshops to get more parents involved based on feedback from parent surveys.

Paste response to question here:

5. How do you evaluate the needs of the parents?

Parents of ELLs can monitor their student's progress through Skedula and teachers make weekly contact home. The DOE provides translation services for parents of ELLs. The staff also makes arrangements to meet with parents at their home or at the school based on a time that works for the parent. Parents of ELLs are also to be involved with the school's PA/PTA and SLT.

Our Parent Association along with our Parent Coordinator are currently working to identify a Community Based Organization to help provide workshops and other services for our parents. The Parent Coordinator sends home a survey that asks parents to specify the workshops and programs in which they maybe interested in participating. The DOE provides translation services so that all surveys can be translated in the native language of the parents.

Our staff conducts home visits to all students including ELLs during Ocotber and Novemebr, and our Parent Association is working on organizing outreach activities and workshops to get more parents involved based on feedback from parent surveys.

6. How do your parental involvement activities address the needs of the parents?

Parents of ELLs can monitor their student's progress through Skedula and teachers make weekly contact home. The DOE provides translation services for parents of ELLs. The staff also makes arrangements to meet with parents at their home or at the school based on a time that works for the parent. Parents of ELLs are also to be involved with the school's PA/PTA and SLT.

Our Parent Association along with our Parent Coordinator are currently working to identify a Community Based Organization to help provide workshops and other services for our parents. The Parent Coordinator sends home a survey that asks parents to specify the workshops and programs in which they maybe interested in participating. The DOE provides translation services so that

all surveys can be translated in the native language of the parents.

Our staff conducts home visits to all students including ELLs during October and November, and our Parent Association is working on organizing outreach activities and workshops to get more parents involved based on feedback from parent surveys.

D. Additional Information

Include any additional information that would be relevant to your LAP and would further explain and highlight your program for ELLs.

You may attach/submit charts. This form does not allow graphics and charts to be pasted.

UASCH is a brand new school that opened in September 2014 with its first group of 9th grade students. Each year, the school will add an additional grade until it is at capacity as a 9-12 CTE high school. The school will continue to develop and revise the LAP as additional grade levels are added and based on student enrollment and need.

Part VI: LAP Assurances

School Name: **UASCH**

School DBN: **19K764**

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Kevin Bradley	Principal		1/1/01
	Assistant Principal		1/1/01
Kara Hamilton	Parent Coordinator		1/1/01
Irving Estella	ENL/Bilingual Teacher		1/1/01
Beatriz Vivas	Parent		1/1/01
Camille Ferrier/ELA	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
Duane Wardley	Coach		1/1/01
	Coach		1/1/01
Raquel August	School Counselor		1/1/01
Fred Walsh	Superintendent		1/1/01
Olga DeFilippis	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **19K764** School Name: **UASCH**
Superintendent: **Fred Walsh**

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learnndoe.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

Within the first month of school, we reviewed ATS and blue emergency card contact information to determine which students came from non-English speaking homes. We conducted interviews with students concerning their home language and any translation services parents or guardians might need. Response letters and forms were sent home to assess for limited English speaking parents.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

For many families, Spanish is the primary language spoken at home. All of these parents receive notifications in English and Spanish, although most are fluent in both languages. These results were shared at a SLT meeting that included representatives from the Parents Association. Results were also shared at a staff meeting in the beginning of the school year.

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

Bilingual personnel on staff including pedagogues, student/family support personnel, paraprofessionals, and members of the School Leadership Team address these needs with translation services in writing for communication sent or mailed home and for literature available about the school at school functions. At Parent Association meetings, parents may also volunteer to translate and facilitate small group discussions for parents who are limited in their ability to speak English. Parents are informed in writing of the availability of translators and of their right to use an adult friend or family member to provide translation.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Professional and paraprofessional staff translates at school meetings, Parents' Association meetings, and for parent-teacher conferences when necessary. Signage in the building is in both English and Spanish, including the names of key personnel who can assist non-English speaking parents in addressing needs at school.

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

When possible, translation needs will be met in-house by school staff. When the school staff cannot meet a specific translation need, the school will reach out to the Translation and Interpretation Unit.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

When possible, translation needs will be met in-house by school staff. When the school staff cannot meet a specific translation need, the school will reach out to the Translation and Interpretation Unit.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

The Translation and Interpretation Brochure, Language ID Guide, and Language Palm Card will be distributed to staff at the beginning of the year and reviewed with the staff during a staff meeting.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

The Welcome Poster, Parents' Bill of Rights, Parents Guide to Language Access, and the Language ID Guide will be posted and distributed at the beginning of the school and reviewed with families at the beginning of the year.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

The school will gather feedback on the quality and availability of services from the annual school survey in addition to feedback from parents at the Parent Teacher Association meetings, School Leadership Team meetings, and parent-teacher conferences.